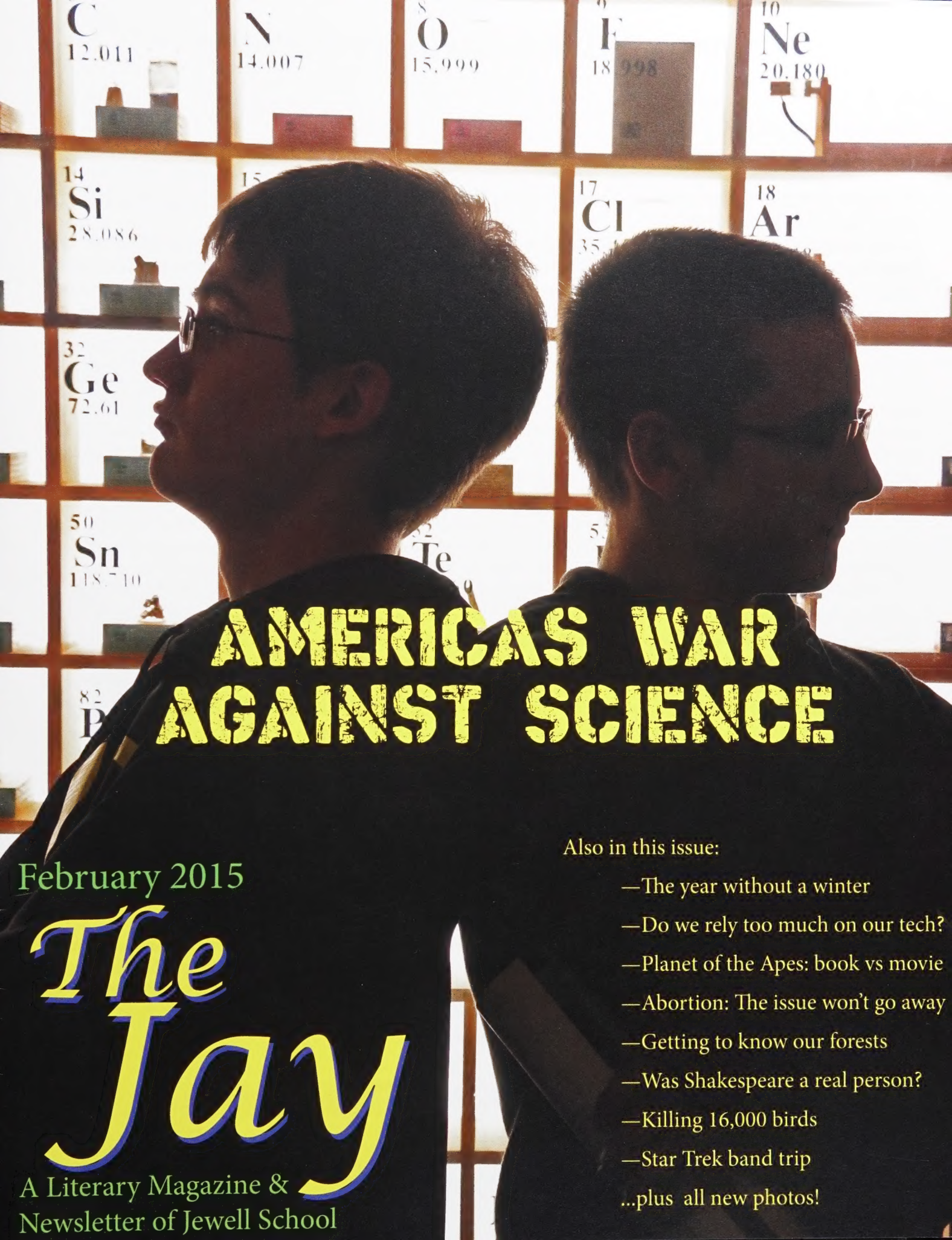


AMERICAS WAR AGAINST SCIENCE

Also in this issue:

—The year without a winter

—Do we rely too much on our tech?

—Planet of the Apes: book vs movie

—Abortion: The issue won't go away

—Getting to know our forests

—Was Shakespeare a real person?

—Killing 16,000 birds

—Star Trek band trip

...plus all new photos!

February 2015

The Jay

A Literary Magazine & Newsletter of Jewell School

From Superintendent Alice Hunsaker

Dear Jewell Community,

I hope this February has provided you all with the opportunity to enjoy this unseasonably warm weather we have been experiencing. I know that I certainly have been getting outside much more than a typical February and it hasn't been to go skiing!

I began this note by mentioning the weather as I want to take the time to remind everyone about the many learning opportunities afforded by the extended efforts of many of our Jewell staff members, students and community members. Every week we have extra activities that provide the chance for our students to have new experiences or enjoy traditional activities.

How does weather fit into this picture one might ask? Well, two of the recent extended learning opportunities clearly are weather related. Last summer, Don Anderson, through his efforts and those of the PTO and employee associations, purchased, assembled and launched the Jewell Weather Station. The link to the weather station can be found on the Jewell website. Also weather related, our sixth grade students took a field trip organized by MS teacher Kristie Freeman on January 31, 2015. The students visited Portland television station KATU for the AM Northwest program and were toured by Chief Meteorologist Rhonda Shelby. They also visited and toured the National Oceanic and Atmospheric Administration (NOAA) in Portland. The group finished the day counting the nutritional value of their lunch experience at Sweet Tomatoes Restaurant.

Five high school science students went with Margaret Johnson on a field trip to the Astoria Water Treatment Plant on Thursday February 12, 2015. During the first week of February, the Jewell Student Leadership team held Winter Spirit Week.

On Thursday February 5, the annual Creative Day was held. Students in grades six-twelve had the opportunity to choose from a variety of activities, each designed to provide a non-typical educational experience. Leaving from campus, students traveled to Portland with Margaret Johnson to the Oregon Zoo, with Don Anderson to Portland for a Asian experience including a visit to the Japanese Gardens, to the Seaside Library for activities with Kristin Kuhnly and with Mark Freeman for a hike and lunch at the coast.

Students staying on campus participated in activities including Ron Bloker's Cajun cooking class, Chad Clouse's karate class, Kim Morrison's jewelry making, Tanya Wammack's floral designing, Kristie Freeman's candle making and Alice Hunsaker's t-shirt decorating. Spirit Week concluded with the Winter Formal on Saturday evening at the school, concluding on Friday February 6th with a terrific assembly bringing safari animals to our own Jewell School.

Our Jewell music department has also been busy with outside learning. The MS/HS band participated in the regional Honor Band last month and also attended an amazing performance of the Oregon Symphony on January 31, 2015. The symphony was a first ever effort to perform the musical score live while the audience watch Star Trek. On Friday February 13, David Brandon and students from the Vocational Technology Program attended an Open House at Portland School District Technology Magnet Benson High School.

More information about that event will be in the next edition of The Jay. The activities mentioned above just describe a few of the events that have occurred since the last edition of The Jay. Many, many extended learning opportunities occurred this fall and will continue to happen as the spring arrives. Here at Jewell, we are blessed with many talented adults that organize so many educational activities and we have the resources to make these activities happen!

Sincerely,

Alice Hunsaker
Jewell Superintendent

From Principal Mike Scott

Dear Jewell Community Members,

Jewell School is committed to providing a quality K-12 education for all students. Our school is working hard to implement college and career-ready standards, known as the Common Core State Standards, which are clear expectations for what every student should know and be able to do at each grade level. The following are key shifts in the Mathematics Common Core State Standards.

1. Greater focus on fewer topics. In all areas of math teachers will focus instruction more deeply in the key concepts for each grade level as listed below. K–2: Concepts, skills, and problem solving related to addition and subtraction Grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions Grade 6: Ratios and proportional relationships, and early algebraic expressions and equations Grade 7: Ratios and proportional relationships, and arithmetic of rational numbers Grade 8: Linear algebra and linear functions.

2. Coherence: linking topics and thinking across grades. The standards and instruction are coherent around skills from grade level to grade level. Students apply their understanding from previous grade levels to their current instruction.

3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity. The standards call for conceptual understanding of key concepts and for speed and accuracy in calculation. The standards require that students be able to apply their math skills in real-life situations.

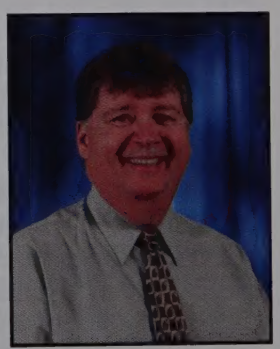
4. The Common Core State Standards also identify eight standards in mathematical practices that, if mastered, help students become proficient at mathematics. In order to determine how well our students are progressing towards these standards, students in Oregon (and 20 other states) will be taking the Smarter-Balanced Assessment this spring (in grades 3-8 and 11).

If you would like more information on the CCSS please go to the following link. http://www.ode.state.or.us/search/page/?id=3380

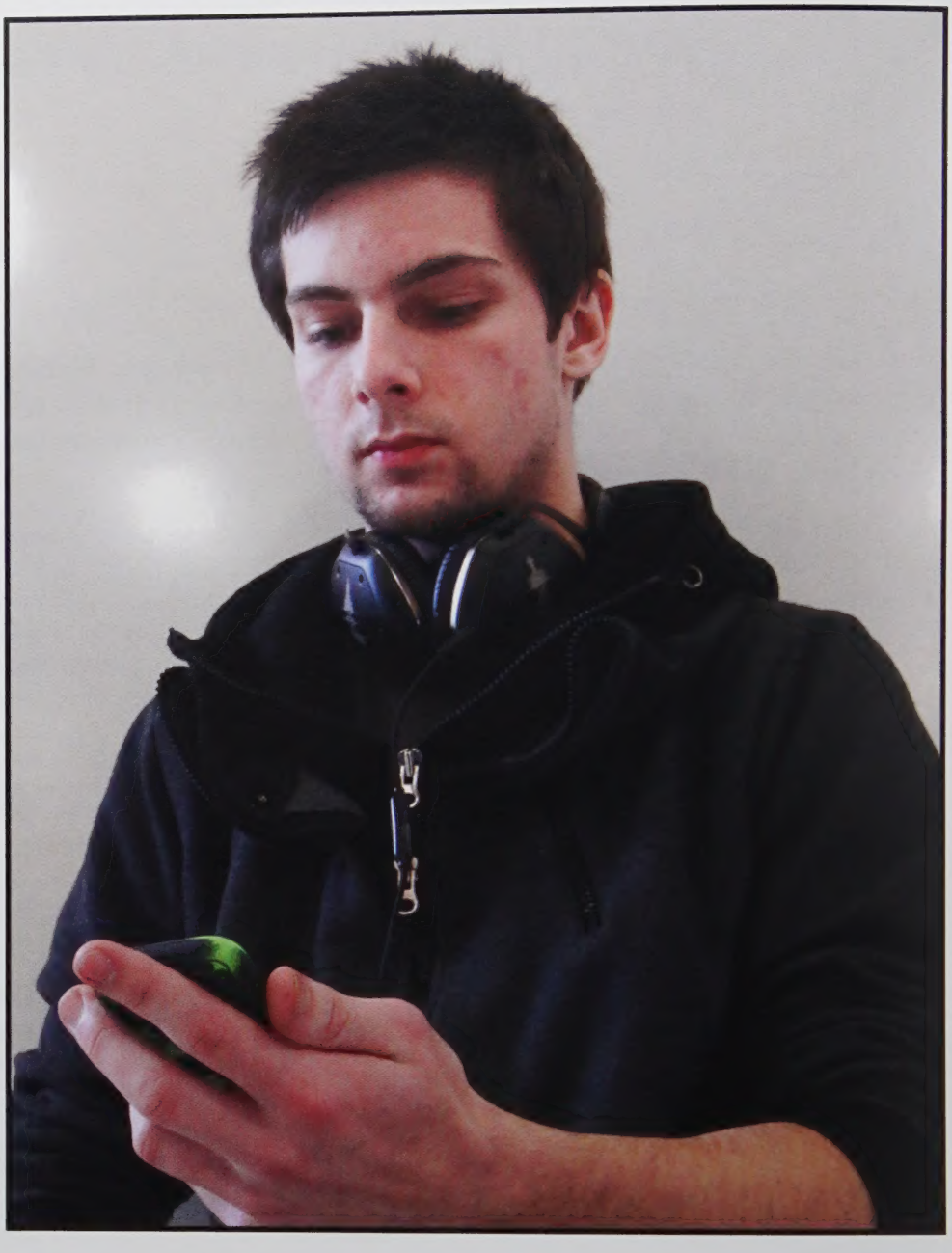
Thank you,

Mike Scott
Principal

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



By Emma MacNicoll



"Put down the phone!"

Do we rely too much our our technology?

For the past decade or so, technology has transformed the way we communicate. This is largely due to the Internet. Instead of mailing letters, we're writing e-mails through Gmail or on our personal devices. These messages have also evolved over time. They can be sent instantaneously to anyone we want. We can even add multiple people to these e-mails (or social messages), so that more than one person can read them. Even more, we can send greeting cards over the web. No postage needed!

Through technology, sending a note to a friend can be done in a matter of seconds through instant message recources like Facebook and Twitter. With them, we can see if a "buddy" is available or away, talk to multiple people at a time, "wink" and "sigh" using emoticons, ignore a message if we don't feel like talking, and send links to our favorite pictures and videos.

We are no longer bound to long-distance relationships, either. Lots of us have already cut our landline phones and replaced them with Voice-over-Internet protocol (VoIP) and mobile phones. We can place free video calls to anyone in the world over the Internet by using Skype. For a monthly paid service we can make regular phone calls over the Internet using Skype as well.
Smart phones have become a way of life also, letting us make calls no matter where we are. On the way to work, at the beach, at school, etc.

But does all this convenience come at a price? Yes it does.

Technology has also made society somewhat impersonal. As a result, it's difficult to tell when a person is serious or sarcastic, our sudden turn of phrase can easily be misunderstood. Technology tends to make communication drag out more than it has to as well. Sometimes it's quicker to just get out of your seat and walk to the person, or simply pick up the traditional phone and make a call.

Sometimes, because of the self-correcting features of new technology, younger generations have forgotten how to spell and write complete sentences as text messaging on mobile phones has become ubiquitous. The use of phonetic spelling with little or no punctuation, is beginning to pose a threat to traditional conventions in writing, not to mention oral communication.

While there is no going back, maybe its time to think about hand writing a letter to a friend, or giving your mother a phone call and...talking to her.

Book vs Movie
The Planet of the Apes

By Tony DiMaggio

The Planet of The Apes film franchise (starring Charleton Heston, Roddey McDowell and Kim Hunter) is one of the biggest gems to emerge from Hollywood during the 1960s, but was made possible only by the epic novel written by the Frenchman, Pierre Boulle. Both the original film and book received great critical praise, however the story or stories told are significantly different from each other in many ways. Pierre Boulle from France and Rod Serling from America had vast differences socially, politically, and topologically when writing the novel, and the script for *The Planet of The Apes* (*La Planète des Singes* in French). Though the two stories are significantly different from each other, it is difficult to claim either to be superior over the other. I enjoyed both the novel as well as the film interpretation of the story and do not favor one over the other.

The plot of *The Planet of The Apes,* starts simple in both the novel and the film, but increases in complexity as the pages or frames go by. They both start on a space expedition of sorts and both main characters crash land on a mysterious planet. The planet that they reach in both the movie and novel are different, as the novel suggests that the astronauts made it to a new star system entirely and return to earth at the conclusion.

On the other hand, the film ends with the realization that the crew had never traveled far in space at all, but had progressed rapidly in time. Both the novel and film feature many of the same characters, however, their presentations of the apes as a whole are quite different. The novel explains that the apes simply have adopted what was left over from a much more advanced civilization and haven't progressed much further, whereas, the film presents the apes as a civilization that started from very little and slowly became more self sufficient. A good example of how the technology differs from the novel to the film is that while in the novel, space flight is an everyday occurrence, in the film (to the apes) it is a "scientific impossibility," as explained by the scientist-ape Cornelius. Something I enjoyed about the film franchise is how, rather than completely getting rid of certain content from the book, like the speaking human child, the writers reworked those aspects into the 1968 movie's sequels in new and interesting ways.

The novel *The Planet of The Apes,* was published in 1963 and was written by Pierre Boulle. The book was heavily influenced by the French-African struggle and conflict of that time and has even been called covertly racist by some critics. Where some see the difference in apes as a separation of social status, others have claimed Boulle to be a racist and have connected each species of ape to be a racially stereotypical rendition of different human ethnicities. While Boulle's story was influenced by French-African affairs, Rod Serling's was influenced by popular culture and the Vietnam War. Serling saw the difference in ape species and separated them into different work groups, where gorillas were blue collar, chimps white collar, and orangutans as intellectuals and religious leaders. Serling took this idea further into American culture by having the apes speak English and live in the nuclear remnants of New York City.

After Boulle finished the novel he saw the story as completed, however after the success of the first film, APJAC Productions and 20th Century Fox saw a financial gold mine and made four more movies grossing roughly 83.3 million dollars all together. Each film featured more of Rod Serling's strange writings and even incorporated things from the original novel that didn't fit in the first film. In the end the films became more about the money, leaving the original theme of the book far behind.

The *Planet of The Apes* novel will forever be known as one of the most original, unique, and creative literary works to come from the 20th century. At the same time, the 1968 film will always be known for not only its writing and cinematography, but for the technological and artistic feats it accomplished as well. *The Planet of The Apes* is one of the few instances where the story is not to be favored in either a book nor a cinematic form and can be enjoyed in either format equally.

Get to know your temperate rainforest

By Victor Berg

Temperate rainforests, like the one we live in in Jewell, are characterized by their high amount of rainfall and moderate temperatures in both the winter and summer months. The Pacific Temperate Rainforests lie along the western side of the Pacific Coast ranges, starting in Northern California and continuing up the coastline of Oregon, Washington, British Columbia. It reaches as far north as Kodiak Island, Alaska.

The Pacific Temperate Rainforests are one of seven temperate rainforests located around the world and is the only one found in North America. The Pacific Temperate Rainforests of the Pacific Coast are known as the most thriving and diverse temperate rainforest in the world. The rainforests here have the largest mass of both living and dead wood of any forest on the planet. Dead wood is not necessarily something bad, it is actually a key piece to the ecosystem, acting as habitat for a variety of decomposers and other species.

What makes these forests the most thriving and diverse in the world? The unique combination of moderate temperatures and high amount of rainfall makes wildfires a rarity in this area. This allows the forests to thrive and grow with little disturbance to their habitat. Natural disasters such as wind, landslides, avalanches, and floods are the few disturbances that these forests encounter.

What kind of tree species thrive in the Pacific Temperate Rainforests? The forests in this area are dominated by a variety of conifers or softwoods. Douglas-fir, hemlock, redwood, Sitka spruce, shore pine, and cedar are the most prominent conifers found in the Pacific Temperate Rainforests. However, along stream banks and lower elevations you can still find hardwoods such as big-leaf maple and alder.

The distinction between the hardwoods and softwoods actually has nothing to the do with the density of the wood or hardness of the material. Plant reproduction is how the distinction between the two can be made. All tree's reproduce by producing seeds, but the seed structure varies.

Hardwood trees are ***angiosperms,*** plants that produce seeds with some sort of covering. An example of covering might be a fruit like an apple or a hardened shell such as an acorn. Also these trees lose their leaves during cold weather.

Softwood tree's are ***gymnosperms,*** meaning these tree's let seeds fall to the ground with no covering, and keep their leaves all year round. Even pine trees whose seeds develop in a hardened cone are considered a softwood because the pinecone actually breaks open and allows the *(Continued on p. 12)*

Abortion: We're not through with this issue yet

By Moira Hammerberg

Over the last few weeks our high school has taken on the topic of abortion, not in arguments, but in actual enlightening discussions outside the classroom. Although it is a topic that can be sad or controversial, we were never taught about it, so once again we only know what we've read on the Internet or have heard from other kids. Abortion is a topic that adults tend to shy away from and usually just try to push us towards whether it's right or wrong. So I'm here not to force my beliefs on you, but to give you the facts.

The debate over whether or not abortion should be a legal option continues to divide Americans long after the US Supreme Court's 7-2 decision on Roe v. Wade. Since the case of Roe v. Wade, from 1973 through 2011, nearly 53 million legal abortions were performed in the United States – an average of about 1.4 million abortions per year. In NIH studies, they have concluded that three in ten US women will have an abortion before the age of 45.

There are many "pro-life" activists that say that all women who elect to have abortions are murderers for ending their infant's life. The pro-life activist's main argument is that the women are taking away the life of someone who has no voice. What many pro-life activist don't take into consideration is the mothers situation.

A woman's risk of dying from having an abortion is 0.6 in 100,000, while the risk of dying from giving birth is around 14 times higher (8.8 in 100,000). According to pro-abortion activists, embryos and fetuses are not independent, self-determining beings, and abortion is the termination of a pregnancy, not a baby. They say a person's age is calculated from birth date, and fetuses are not counted in the US Census. The main opinion in the Roe v. Wade case states that "the word 'person,' as used in the Fourteenth Amendment, does not include the unborn."

One argument abortion activist give is that abortion gives pregnant women the option to choose not to bring fetuses with profound abnormalities into the world. Some fetuses have such severe disorders that death is guaranteed before or shortly after birth. These include anencephaly, where the brain is missing, and limb-body wall complex, in which organs develop outside the body cavity. Some argue that it would be cruel to force women to carry fetuses with fatal defects to term.

Another common argument for abortion is that before abortion was legal it still occured; women still had these procedures done but by not in hospitals, not with clean implements, and sometimes not even by real doctors. This often led to one of a few things: infection, loss of fertility, or even death.

Most in the pro-choice camp believe that since some women are not able to take care of the child once it is born, *(Continued on page 12)*

Jewell's band students traveled to Portland to the Arlene Schnitzer Concert Hall to see the Oregon Symphony play along with a Star Trek movie. For many students it was the first time they heard a live symphony.

By Cory Pederson, music instructor

On January 30th, the Jewell High School band and a few 7th & 8th grade students attended an Oregon Symphony concert. For many this was their first time ever witnessing the professionalism of a classically trained group of musicians. On a usual concert night, the Oregon Symphony may often perform some Bach, Beethoven, or Brahms, but on this night, the only classical sounds produced was the brilliant and exhilarating sounds of Michael Giacchino's score to the 2009 remake of "Star Trek."

From the simple moment of a single musician stepping onto the stage to play that familiar four note theme to the original Star Trek, came forth an entire orchestra transporting us to another time and place, where no man has gone before. The brass heroically trumpeting the arrival of the U.S.S. Enterprise as the massive ship races to the rescue of an ailing ship, represented by the minor tremolos of the stringed instruments. The warmth and richness of the sounds echoed off of the ivory pillars, ornate with as much embellishments as the music itself.

Throughout the entire performance, everyone had to remind themselves that, although the movie was being shown to the sold out crowd, there was a live professional orchestra and choir performing the entire movie soundtrack right in front of us.

To echo the words of the students…this was AWESOME!!! The inspiration that was the Oregon Symphony was a wonderful gift of music that not only inspired minds and beliefs, but it also entertained, and brought forth the wonders that can evolve when hard work, talent, and skills are utilized to their fullest!

Overheard: Don't vaccinate your kids; global warming isn't real;evolution is a myth; crop circles are created by aliens...

By Don Anderson

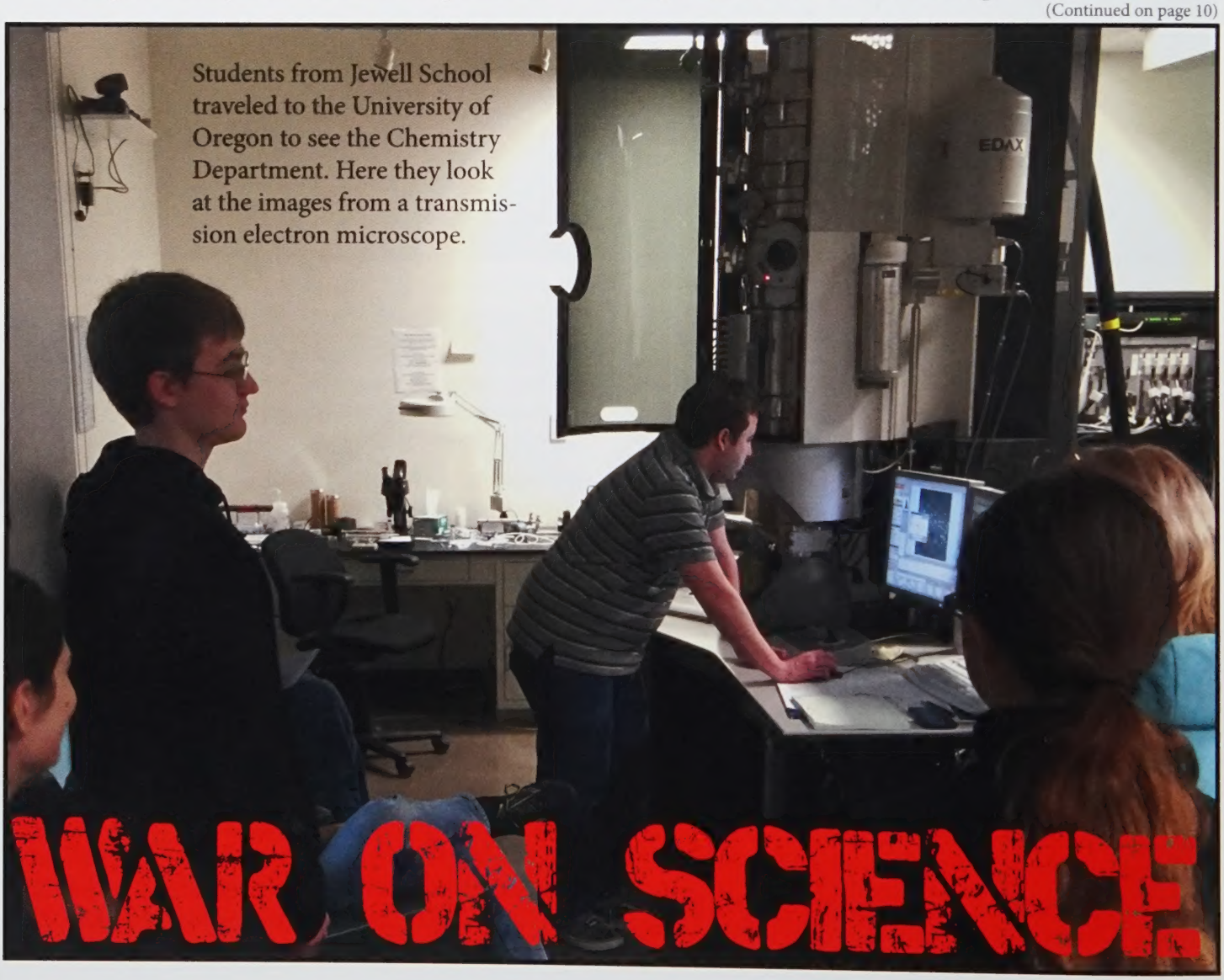
American students consistently score lower on standardized science tests than their fellow students from Europe and Asia. While science educators are trying to make science both more interesting and more rigorous in our country through the Next Generation Science Standards, there are still parts of the country where science is looked on with suspicion, and where concepts that are widely accepted by scientists are scoffed at.

Politicians in many states are riding a tide of anti-intellectualism and are making wild claims against science on such topics as global warming, evolution, wildlife control, genetically modifed crops, even the vaccination of children.

A good example are the misconceptions surrounding our current weather. While it would be unscientific to link our unseasonably warm winter this year with global warming, it would be equally illogical to deny global warming because the east coast is having record snow falls. Scientists are naturally skeptical and it takes measurable proof over time to convince them of something. If our local winters keep getting warmer over say a ten-year period, then we can definitely say something is going on, but even then we can't definitely say that global warming is the cause, without further verifiable proof.

No, the reason that the vast majority of scientists in the world today accept that global warming is occurring and that humans indeed are making it worse, is because there are, literally, thousands of sites around the world that have been measuring, not just temperature, but water levels, CO_2 levels, glacial ice

(Continued on page 10)



Students from Jewell School traveled to the University of Oregon to see the Chemistry Department. Here they look at the images from a transmission electron microscope.

Members of the forestry class, Tristin Alderson, Victor Berg, Rylan Murray and Robbie Williams enjoy some spring-like weather in February at Fish-hawk Falls.

While this has been one of our warment winters on record, most scientists and meteorologists say that it is not due to global warming, but rather to an unusual high pressure area centered over Canada that is keeping the colder air out of our area and toward the eastern part of the continent.

Thus, while we have had temperatures in the 50's and 60's, much of the east coast has been in the teens or 20's, or even lower.

Without much of our typical winter weather, many trees, shrubs and are flowers are blooming early. This isn't bad unless we get a hard frost later on.

What happened to our winter?

Warmest December—February on record, according to Fox News 12.

War on science: Don't blame global warming for our lack of winter

(Continued from page 8)

evaporation, polar ice retreat, and a host of other indicators over a couple decades that prove to a reasonable degree that our planet is going through significant changes, and that our unimaginably massive production of greenhouse gasses is making it worse.

Still, in the War on Science, there are many who do battle daily denying these observable proofs. "Global warming is a myth!" they say.

It is much the same with the concept of Evolution. To most thinking people, evolution is like gravity in that it is a natural scientific fact that doesn't depend on one's faith or lack of faith. It just is the way that life has developed on planet earth. Most religions have even adapted to the concept of evolution as the way the earth has developed. There is, however, a large percentage of people in the US that still deny evolution. According to an article in the March 2015 issue of National Geographic, 57% of the people in our country deny evolution. Never mind the proofs from the developmental biologists, the geneticists, the archaeologists, the paleontologists—men and women who have no axe to grind—they are just seeking out the truth.

Is there hope for science in our country? The United States keeps falling behind other developed countries in science and math. What can be done to reverse this dangerous trend? It has got to start in the home and continue in the classroom.

Another scary war on science is the misconceptions regarding vaccination. In America there is a growing group of people who believe that childhood vaccinations are dangerous and may even cause things like autism. There are large swaths of people on both sides of the political spectrum that, for whatever reason, refuse to get their children the shots that can protect them, and other children, from debilitating childhood diseases.

What leads to this head-in-the-sand mentality? According to Maggie Severns of *Politico* in her article, "The Next Battle in the War on Science," part of the answer is political, and part is the deeply held belief in this country that we can do whatever we want to the environment and to heck with the consequences. There is a basic mistrust of any group (scientists, politicians, and the government in general) that has real or perceived authority over our lives. But the scientists are fighting back.

"Researchers and their advocates…are taking increasingly aggressive stances of their own: Rather than answer objections one by one, or brush them off, they're making a larger issue of what they see as heavy-handed interference based on ideology rather than methodology," Severns says.

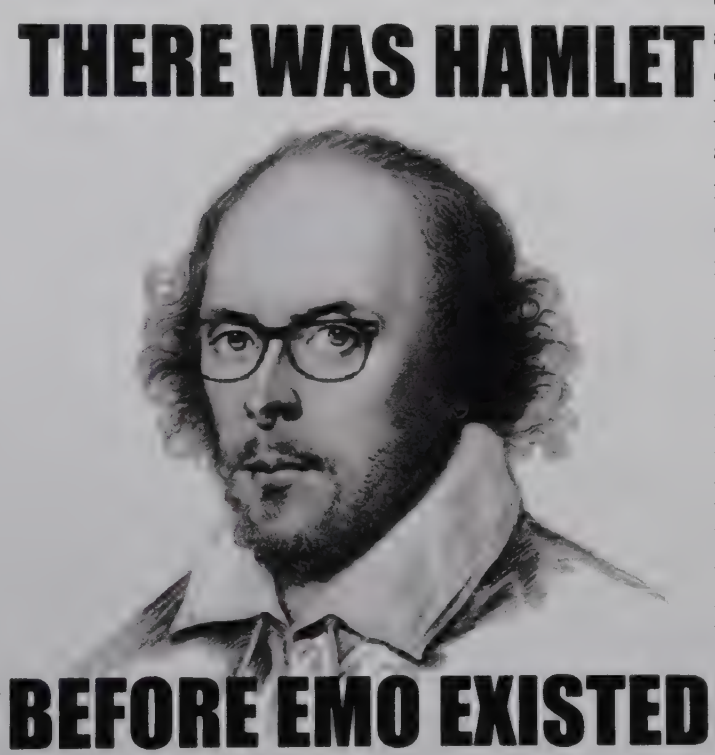
In our own area, persons have to be careful not to be reactionary, but to go where the science leads them. Do we really need to kill off 16,000 cormorants in order to save some salmon for our local fishermen and Indian tribes? Is it really necessary to set aside land with old growth forest for the spotted owl? Should we put the interests of farmers ahead of the wolves in eastern Oregon? How do we communicate the goals and boundaries of science to our children and our students?

Jewell School, like many schools in the state is standing in a precarious place with steep drop offs on all sides. On one side there is the cliff of standardized testing. On the other there is the wall of college and the work place. Behind us there is the precipice of parental control. In front of us lies the wall of science. It is difficult and it is challenging, but in the end, it is the safest route to the truth.

Say it ain't so, Bill! Some scholars question the Bard's authenticity

By Emma Sadtler

William Shakespeare (1564-1616) of Stratford, England is one of the most universally known writers and is thought by many scholars to be the best writer of all time. Shakespeare is known for his amazing works such as *Romeo and Juliet, Hamlet,* and *Macbeth*, but what if this amazing man was actually nothing but a fraud? This is view of Shakespeare to the Oxfordians. The Oxfordian theory is a theory developed by Shakespearean scholars who believe that the writings of William Shakespeare were not of his own creation, but those of a man named Edward De Vere, of Oxford. The Oxfordians believe these accusations to be true due to the following reasons:



The Oxfordians first propose that William Shakespeare was not actually a prominent writer but just an actor named William Shaxper of Stratford, England, whose entire family was illiterate except him. They believe that writers signed their work with "Shake-spear" In reference to Greek goddess of theater, Pallas-Athena who was also known as Shake-spear.

They also make a reference to the fact that Shakespeare's vocabulary was far greater than any other commoners would have been. Oxfordians use the theory that Shakespeare's death never became an important matter in his time, even though it would seem apparent that he would be grieved or spoken frequently about at that time.

The fact that actor Shaxper never mentioned writing any plays when the plays thought to be written by Shakespeare are abundant, and the fact that Shakespeare's plays use words from a variety of languages and William Shaxper could barely write in English adds weight to the Oxfordian's argument.

Shakespeare is sometimes called the greatest author the world has ever known and a genius, but Shaxper, the actor, was not qualifed to be the genius that Shakespeare is described to be. The real Shakespeare author(s) also had several references to geography and events in different areas of the world which promotes the theory that several people wrote under the pseudonym of Shakespeare.

The idea of there being several writers is valid because there are over fifty possible people who could have written some of his books, such as Francis Bacon, Christopher Marlow, and Edward De Vere. All of these candidates could have written these works, and according to the Oxfordians, are more likely candidates that the commoner William Shaxper.

The city of Stratford itself has its own speculations. Some of the information about Shakespeare's upbringing and education has miraculously disappeared, and the house that the famous writer was supposedly raised in has had suspicious actions against in in the English judicial system. It seems that some in authority don't believe it to be the home of Shakespeare at all.

The Oxfordians then conclude that William Shaxper could not have written these works, and with the support of these facts, other people, not the famous Shakespeare we know of, wrote the works. People such as Mark Twain, Sigmund Freud, Helen Keller, Malcom X, Charles Dickens, and many others also doubted the claim that Shakespeare wrote all these works.

Next month: Why the Shakespeare doubters are a bunch of crazy fools!

(Rain Forest continued from page 6)

seeds tofall to the ground with no covering.

The temperate rainforests of the Pacific Coast are the most productive and diverse forests in the world, thanks to the high amount of rainfall and moderate temperatures year round. These forests are dominated by softwoods with a few hardwoods in the lower elevations.This mixture of plants creates a strong and healthy ecosystem, capable of supporting many types of species.

(Abortion's difficult choices continued from page 6)

they would be bringing it into a terrible living situation that they shouldn't have to deal with.

Below, is a typical story about a girl who wasn't prepared to have a child:

"I was 16 years old when I found out I was pregnant. I had been having unprotected sex with my boyfriend for quite awhile and I never really thought I would get pregnant. I was in such a twisted situation, my mind was going crazy. My boyfriend wanted me to have the baby, as well as my mom. Everyone else in my family felt an abortion would be best for me.

"At the time I was living with my father, so no matter what he had the last word. I had so many mixed emotions about having an abortion and I honesty didn't know what to do. I went to HeartLine Pregnancy Center and got an ultrasound, but I wasn't even five weeks pregnant, so I didn't even actually see a heart-beat.

"My father was set on me having an abortion so I thought that would be best for me. I started detaching myself from the pregnancy and everything seemed like a dream. I had to wait until I was at least eight weeks pregnant to get my abortion, and the time had come. I was so nervous waiting in that room. I had no clue what to expect. I went into the procedure room and got medicine that made me feel wheezy and out of the world.

"Laying down on the flat bed was the last thing I remembered. Honestly, the abortion isn't the worst part, it's the thoughts that follow it. I am on the right track now and I am going to be a Junior in high school. Sometimes I wonder what my life would have been like if I had my baby, but at the same time I know I did what was right for me and I am okay with that. I will always have an angel waiting for me." --Anonymous

There are hundreds of stories just like this one on a website called myabortionlife.org. One after the other, talking about how they couldn't raise a kid, they were in an abusive relationship, they were to young, and even that they were raped.

These stories are of women who choose not to bring a child into this world because they realized that it doesn't only affect the her own life but all the lives around them.

For stories on the other side of the issue, for women who chose to keep their baby or the affect that abortion had on them, you can go to the website www.lovematters.com. Although the stories can be sad they are very eye opening.

I'm not asking you to decide whether it's right or wrong, but to make sure that you, your kids, your parents, or the people around you know the facts.

Zach Littlepage's Winning Photo

Several student's participated in a photography contest on Creative Day. Traveling to Portland's Japanese Gardens (the largest in the United States) they took pictures on what proved to be a foggy, but thankfully not too rainy, day. The prize for the contest was a pair of SkullCandy Skull Crusher headphones. While there were several excellent entries into the contest, the photo above by Zach Littlepage won for its use of light, color and the interesting placement of the couple on the bridge at bottom left. The photograph had a romantic theme that matched the moody lighting. The tree in the center is a Japanese cherry.

Wonder what the weather is like at Jewell School?
We now have a weather station! Go to the Jewell School Website:
www.jewell.k12.or.us
and check it out!

Don't get caught out in the cold!

Jewell School's
Falcon Graphics
Half price or less.
Guaranteed.

Corps of Engineers to Kill 16,000 birds

By Don Anderson

The history of "unintended consequences" of human intervention in lives of other creatures is a sad, but fascinating study. Most of the time mankind has tried helping one species by eliminating another, or introducing a new species, the situation has ended up a disaster. The rabbit problem in Australia as a prime example, but there are dozens like it around the world.

Now the Army Corps of Engineers wants to help save the number of young salmon in the Columbia River that make it to the sea by killing about 16,000 double crested cormorants: shooting them, burning them, and suffocating their eggs. The cormorants breed on Sand Island, near the mouth of the Columbia River. They are highly successful hunters and have had a predator-prey relationship with a variety of fish in the river for countless millenia. The reason for the killing is economic. Commercial and sports fishermen, and various Indian tribes along the Columbia make a great deal of money off the salmon runs and each year, and the birds consume, according to the Corps of Engineers about 3.5 percent of the young salmon.

"This is a crazy, crude and needlessly cruel plan that should go right back to the drawing board," said Jeff Ruch, executive director of Public Employees for Environmental Responsibility, quoted in *The Oregonian*. "This operation represents an extreme militarization of wildlife management. Cormorants do not need to be treated like terrorists simply because they eat fish," he said.

The Corps of Engineers has given up on a plan that would spare the birds, saying that it is too costly, and that it would just move the problem around. Is killing 16,000 birds an answer though? They are an entirely natural part of our ecosystem here and killing them in favor of another economically valuable species is morally reprehensible.

Call or write State Senator Betsy Johnson, State Representative Debbie Boon, or our national congress men and women to let them know that the cormorants need to be spared.

Cormorants, along with brown pelicans, and and western gulls feed in near the mouth of the Columbia River.

February Photos

Dates to Remember

March 3	District Band Festival St. Helens
March 4	Late Start
March 5	Academic & Sports Awards 6:30
March 10	Senior Project Night 6:00-8:00
March 11	Late Start
March 16	School Board Meeting
March 17	Movie Night MS and HS 6:00-8:00
March 18	Late Start & Conferences 1:00-8:00
March 19	No School (Conferences) 8:00-12:00
March 20	No School
March 23-27	Spring Break

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